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Participant Workbook

Session 1. Worksheet 1: Expectations and Commitments



SEPA is a six-session program. You will learn about HIV and other STDs, interpersonal communication, and domestic violence. You will gain skills to prevent infection and communicate better with partners, family, and friends. Think about the reasons you decided to enroll in SEPA and then note your expectations, your commitment, and what you want to learn.

My expectations are:

My commitment to SEPA is:

During SEPA, I want to learn:

Session 1, Worksheet 2: Confidentiality Pledge

Confidentiality helps you feel safe about talking in the group because everyone agrees that what is said in the group is not told to anyone else.



“I promise that any personal issues that are discussed in these sessions will be held in strict confidence and will not be discussed with others outside our group.”

Participant Signature _____

Session 1, Worksheet 3: Mi Hermano



I liked “Mi Hermano” because:

I didn’t like “Mi Hermano” because:

The part about _____ impacted me the most because:

Was there anything Marta could have done to protect herself from getting infected with HIV?

I think the main message in “Mi Hermano” is:

Session 1, Worksheet 4: Who Has HIV or AIDS?



Look at the pictures on the collage. Each has a number on it. Decide who is infected with HIV or who has died of AIDS and who has never been infected. Place the number in the appropriate column below. You only have a few minutes, so decide quickly!

Persons Diagnosed With HIV or AIDS	Persons Not Diagnosed With HIV or AIDS

Session 1, Worksheet 5: Session 1 Key Messages



- HIV stands for Human Immunodeficiency Virus. HIV causes AIDS — Acquired Immune Deficiency Syndrome.
- Being HIV positive, or living with HIV disease, is not the same as having AIDS. HIV disease advances to AIDS when the immune system of an infected person is seriously damaged.
- Of all the cumulative AIDS cases reported to CDC through 2007, Hispanics/Latinos accounted for 19% of the total number of cases and 19% of the total number of AIDS cases among women.
- For adult and adolescent Latinas, heterosexual contact accounts for the largest proportion of AIDS cases.
- A woman is significantly more likely than a man to get infected with HIV during vaginal intercourse.
- Injection drug use is the second leading cause of HIV infection among U.S. Latinas.
- HIV can be transmitted from an infected person to someone who is not infected through blood (including menstrual blood), semen, vaginal secretions, and breast milk.



- Blood contains the highest concentration of HIV, followed by semen and vaginal fluids.
- The most common ways to get infected with HIV are unprotected sexual intercourse with an infected partner and injecting drugs with equipment used by someone who is infected.
- All pregnant women should get tested for HIV. A woman living with HIV can transmit the virus to her baby during pregnancy, labor, and delivery (perinatal transmission), and through breastfeeding.
- Antiretroviral therapy during pregnancy can greatly reduce perinatal transmission — the transmission of HIV to the baby.
- There are tests that can detect HIV, including rapid tests that use blood or oral fluid to look for HIV antibodies.
- HIV tests are available from your doctor, and confidential tests are available from your local health department.
- Information about HIV testing sites is available from the CDC at 1-800-232-4636 and www.hivtest.org.
- There is currently no cure for HIV or AIDS, but HIV medications can help infected persons stay healthy for many years.
- We are at risk of getting HIV because of what we do. We can protect ourselves from HIV by choosing safer behaviors.

Session 1, Worksheet 6: Homework — A Conversation about HIV and AIDS



Ask your husband or partner, or a neighbor or friend, one or more of the following questions to start a conversation about HIV and AIDS. Note responses after you finish the conversation.

Is HIV infection something you and your friends think or talk about?

Do you know how most people get infected with HIV?

Is there something you may have heard, perhaps a rumor or a myth, about HIV and AIDS that you have questions about?

Complete your conversation by talking about one fact from the first session of SEPA that you found especially interesting.

Session 1, Worksheet 7: Session 1 Evaluation



Please answer the following questions and then give this form to your facilitator. Do not write your name on the form.

1. What did you **like the most** in this session?
2. What did you **like the least** in this session?
3. Is there a topic that you would like to learn more about?

4. We want to know if Session 1 included the topics or activities listed below. Please fill in the table below. Put an “X” in the appropriate column for each item, noting if the topic or activity was covered or not covered, or if you are not sure.

Topic or Activity	Topic or Activity Was Covered	Topic or Activity Was Not Covered	I’m Not Sure If the Topic or Activity Was Covered
Presentation and discussion of “Mi Hermano”			
Exercise on knowing who has HIV			
HIV transmission			
Perinatal prevention			
HIV testing			
Review of key messages			

Session 2, Worksheet 1: The Truth about HIV and AIDS



In the box next to the statement, write “F” for false and “T” for true. If a statement is false, write the true statement beneath it.

- ☐ An HIV test will always indicate whether or not a person is infected with HIV.
- ☐ If you have one sexual partner, you will not get HIV.
- ☐ HIV can be transmitted by a mosquito or insect bite.
- ☐ Homosexual men are the only group that can be infected with HIV.
- ☐ Men are more likely than women to contract HIV during vaginal sex.
- ☐ You cannot get infected with HIV by donating blood in the United States.
- ☐ HIV can only be transmitted by sexual contact.

Session 2, Worksheet 2: The Story of Juanita



Juanita was in love. She met her boyfriend José one year ago at a local market. They were attracted to each other immediately and, after some flirting, José asked her to have coffee with him. Since their first date, they were inseparable. After six months they began a sexual relationship. This was Juanita's first time having sex. She was willing to have sex with José because she thought they were going to get married. She never even considered using protection because José told her he was also a virgin. So Juanita didn't worry about getting a sexually transmitted disease.

Recently, Juanita found a blister on her labia, the external skin at the opening of her vagina. At first she assumed it was a normal skin irritation, but after a couple of days, she began to worry. She felt embarrassed and didn't want to ask her friends or family members about it. She went to the free community clinic and was diagnosed with genital herpes.

Distraught, Juanita immediately called José. José denied having a sexual relationship with anyone else, called her a slut, and broke up with her. What Juanita didn't know was that José was getting oral sex from a number of women. José didn't believe oral sex was real sex and had no idea that by getting a blow job, he could also get a sexually transmitted disease.

Juanita received antiviral medication at the free community clinic, but because there is no cure for genital herpes, she will always have the virus.

Now Juanita spends time talking to young women about her experience. She explains that she got genital herpes from her boyfriend when they had sex because he got infected by a woman who had the herpes virus and who transmitted it to him during oral sex. She informs the women that men and women can get an STD from oral sex and transmit it during intercourse.

Session 2, Worksheet 3: Reference Information on Sexually Transmitted Diseases (STDs)

VIRAL STDs

Name of STD	Symptoms in Women	Symptoms in Men	Ways STD is Transmitted	Testing	Treatment
<i>Genital Herpes</i>	Usually none May include sores on genitals or rectum	Usually none May include sores on genitals or rectum Can lead to infertility	Vaginal, anal, oral sex Skin-to-skin contact Can be transmitted by pregnant woman to baby during vaginal childbirth	Visual inspection by health care provider Specimen Blood	No cure Antiviral medications can shorten and prevent outbreaks during time medication is taken

Name of STD	Symptoms in Women	Symptoms in Men	Ways STD is Transmitted	Testing	Treatment
Hepatitis B (Hepatitis B Virus — HBV)	<p>HBV causes hepatitis, or inflammation of the liver, which can lead to acute and chronic liver infection</p> <p>Yellowing of the skin and eyes (jaundice), dark urine, extreme fatigue, nausea, vomiting, abdominal pain, weight loss</p> <p>Can cause chronic liver infection that can develop into cirrhosis of the liver or liver cancer</p>	<p>HBV causes hepatitis, or inflammation of the liver, which can lead to acute and chronic liver infection</p> <p>Yellowing of the skin and eyes (jaundice), dark urine, extreme fatigue, nausea, vomiting, abdominal pain, weight loss</p> <p>Can cause chronic liver infection that can develop into cirrhosis of the liver or liver cancer</p>	<p>Vaginal, anal, oral sex</p> <p>Can be transmitted by sharing contaminated needles to inject drugs</p> <p>Can be transmitted by sharing items that contain contaminated blood, such as razors and toothbrushes</p> <p>Can be transmitted by pregnant woman to baby during vaginal childbirth</p>	<p>Blood tests</p>	<p>No cure</p> <p>Hepatitis B vaccination</p> <p>Antiviral medication given to persons with chronic symptoms to help prevent further liver damage</p> <p>Chronic Hepatitis B can be treated with interferon</p> <p>Most people infected as adults recover fully</p>

SEPA Participant Workbook



Name of STD	Symptoms in Women	Symptoms in Men	Ways STD is Transmitted	Testing	Treatment
<p><i>Human Papillomavirus (HPV)</i></p> <p>One of most common STDs in United States</p> <p>At least 50% of sexually active men and women acquire genital HPV infection at some point in their lives, according to the CDC</p>	<p>Usually none</p> <p>Certain types of HPV can cause genital warts</p> <p>Other HPV types can cause cervical cancer; cancers of the vulva, vagina, and anus, oral cancer (cancer of the tonsils and cancer at the base of the tongue); and head and neck cancer</p>	<p>Usually none</p> <p>Certain types of HPV can cause genital warts</p> <p>Other HPV types can cause cancer of the anus and penis, oral cancer (cancer of the tonsils and cancer at the base of the tongue), and head and neck cancer</p>	<p>Vaginal, anal, oral sex</p> <p>Skin-to-skin contact</p> <p>Genital HPV is spread through skin-to-skin contact, not through the exchange of bodily fluids</p> <p>In rare cases, a pregnant woman with genital HPV can pass it to baby during vaginal delivery</p>	<p>There is no general test for HPV</p>	<p>No cure</p> <p>Vaccine can protect women between ages 9 and 26 from the four types of HPV that cause most cervical cancers and genital warts</p>



BACTERIAL STDs

Name of STD	Symptoms in Women	Symptoms in Men	Ways STD is Transmitted	Testing	Treatment
<i>Chlamydia</i> Most common STD	Usually none Can include vaginal discharge or burning during urination Can lead to infertility	Usually none Can include discharge from penis or burning during urination and burning and itching at opening of penis Can lead to infertility	Vaginal, anal, oral sex Can be transmitted by pregnant woman to baby during vaginal delivery	Specimen or urine	Antibiotics
<i>Gonorrhea</i>	Usually none Can include burning during urination, vaginal discharge, bleeding between periods Can lead to infertility	May be none Can include burning during urination, discharge from penis, swollen or painful testicles Can lead to infertility	Skin-to-skin contact with penis, vagina, mouth, anus Infection may be located in genitals, cervix, urethra, rectum, anus, or throat Can be transmitted by pregnant woman to baby during vaginal delivery	Specimen or urine	Antibiotics

SEPA Participant Workbook



Name of STD	Symptoms in Women	Symptoms in Men	Ways STD is Transmitted	Testing	Treatment
<p><i>Nongonococcal urethritis</i> (NGU)</p> <p>Defined as any form of urethritis not caused by gonorrhea</p> <p>Many cases caused by chlamydia, but can also be caused by trichomonas vaginalis and the herpes simplex virus</p>	<p>May have none</p> <p>Can include discharge from vagina, burning or pain when urinating</p> <p>Abdominal pain or abnormal vaginal bleeding may indicate that infection has progressed to Pelvic Inflammatory Disease (PID)</p> <p>Pathogens that cause NGU in men might cause other infections in women, such as vaginitis</p>	<p>Usually none</p> <p>May include burning or pain when urinating and discharge from the urethra</p>	<p>Vaginal, anal, oral sex</p> <p>Skin-to-skin contact</p> <p>During birth, infants may be exposed to the pathogens causing NGU, causing infections in the eyes (conjunctivitis), ears, and lungs (pneumonia)</p>	<p>Rules out gonorrhea</p> <p>If negative for gonorrhea, test for chlamydia and other possible causes</p> <p>Urine and/or swabs from the urethra</p>	<p>Antibiotics</p>

SEPA Participant Workbook



Name of STD	Symptoms in Women	Symptoms in Men	Ways STD is Transmitted	Testing	Treatment
<i>Syphilis</i>	<p>Primary: single or multiple sores called chancres; last 3 to 6 weeks</p> <p>Secondary: skin rashes that last 2 to 6 weeks and clear up on their own; mucous membrane lesions</p> <p>Latent stage of no symptoms</p> <p>Late stage: blindness and dementia</p>	<p>Primary: single or multiple sores called chancres; last 3 to 6 weeks</p> <p>Secondary: skin rashes that last 2 to 6 weeks and clear up on their own; mucous membrane lesions</p> <p>Latent stage of no symptoms</p> <p>Late stage: blindness and dementia</p> <p>Can cause infertility</p>	<p>Vaginal, anal, oral sex</p> <p>Skin-to-skin contact</p> <p>Can be transmitted by sharing contaminated needles to inject drugs</p> <p>Pregnant woman can transmit to fetus</p>	<p>Material from chancre</p> <p>Blood test</p>	Antibiotics



PARASITIC STD

Name of STD	Symptoms in Women	Symptoms in Men	Ways STD is Transmitted	Testing	Treatment
<i>Trichomoniasis</i> Most common curable STD in young, sexually active women	Yellow-green vaginal discharge with strong odor Can lead to infertility	Usually none Can include irritation, discharge, burning after urination or ejaculation	Vaginal intercourse Can be transmitted by pregnant woman to baby during vaginal delivery	Pelvic examination for women Specimen	Antibiotics

Session 2, Worksheet 4: The Truth about STDs



In the box next to the statement, write “F” for false and “T” for true. If a statement is false, write the true statement beneath it.

- ☐ STDs are sexually transmitted diseases; this means that they can only be transmitted by sexual intercourse.
- ☐ People always know when they have a sexually transmitted disease because there are symptoms.
- ☐ If signs and symptoms of STDs disappear, the individual is no longer infected.
- ☐ If your husband or partner has a bacterial STD, you should be treated even if you have no symptoms.
- ☐ You cannot get an STD from giving or receiving oral sex.
- ☐ There is a vaccine that prevents infection from the Hepatitis B virus.
- ☐ You don't have to have sex to get gonorrhea and syphilis.
- ☐ If you have an STD and have unprotected sex with a person who is infected with HIV, you increase your chances of getting HIV.

Session 2, Worksheet 5: Session 2 Key Messages



- You can be infected with an STD and have no symptoms.
- It can take years for symptoms of some STDs to develop.
- Having an STD raises the risk of contracting HIV infection.
- You can get an STD test from your health care provider, local health department's STD clinic, or go to www.hivtest.org for a list of local testing centers.
- STD information, including clinics for testing, is available in English and Spanish from the Centers for Disease Control and Prevention, 24 hours a day, 7 days a week, 365 days a year, by calling 1-800-232-4636.
- There is no cure for some STDs, such as HPV.
- Many STDs that can't be cured can be treated, such as genital herpes. However, there are vaccines available that prevent hepatitis B and HPV.
- If you have an STD, you and your partner should both be treated.
- To reduce the risk of getting an STD, your partner should wear latex condoms.

Session 2, Worksheet 6: Homework — Learning about Myself



Please look at your genitals with a small mirror. By knowing what your genitals look like, you will be able to notice an abnormality that may be a symptom of an STD. In addition, knowing more about your anatomy will be helpful when you learn about male and female condoms during Session 3. After looking at your genitals, answer the following questions.

1. How did it feel to look at your vagina?
2. What did your labia look like?
3. What did your clitoris look like?
4. What did you learn from this exercise?
5. How can what you learned help you in the future?

Session 2, Worksheet 7: Session 2 Evaluation



*Please respond to the following questions and give this form to your facilitator.
Do not write your name on the form.*

1. What did you **like the most** in this session?
2. What did you **like the least** in this session?
3. Is there a topic that you would like to learn more about?

SEPA Participant Workbook



4. We want to know if Session 2 included the topics or activities listed below. Please fill in the table below. Put an “X” in the appropriate column for each item, noting if the topic or activity was covered or not covered, or if you are not sure.

Topic or Activity	Topic or Activity Was Covered	Topic or Activity Was Not Covered	I’m Not Sure If the Topic or Activity Was Covered
Session 1 review			
Homework review			
True-or-false exercise on HIV and AIDS			
Human reproductive anatomy			
Human sexuality			
The story of Juanita			
STD testing, transmission, and treatment			
True-or-false activity on STDs			
Review of key messages			

Session 3, Worksheet 1: What is Abstinence?



Our Definition of Abstinence:

Here is a list of sexual activities. As a group, check the activities that fit your definition of abstinence.

- ☐ Holding hands
- ☐ Hugging each other
- ☐ Flirting
- ☐ Kissing with open mouth
- ☐ Having your partner touch your vagina with his hands
- ☐ Touching your partner's penis
- ☐ Anal sex with no vaginal intercourse
- ☐ Touching your partner's anus
- ☐ Rubbing your partner's chest
- ☐ Giving your partner oral sex
- ☐ Receiving oral sex
- ☐ Kissing while pressing your body against your partner
- ☐ Fooling around with all of your clothes on

Session 3, Worksheet 2: The Truth about Condoms



In the box next to the statement, write “F” for false and “T” for true. If a statement is false, write the true statement beneath it.

- ☐ Condoms break fairly frequently.
- ☐ HIV, the virus that causes AIDS, can pass through a condom.
- ☐ The male condom must be put on just before the man ejaculates.
- ☐ It is better for a man to use two condoms to double the amount of protection.
- ☐ There is a female condom that provides protection against HIV and other STDs.

Session 3, Worksheet 3: How to Use a Male Condom

Step 1: Check the expiration date. If the condom has not expired, remove the condom from its package. Be careful not to tear or poke a hole in the condom with a fingernail or other sharp object; don't use your teeth to open it. Take the condom out of the package. Do not unroll it.

Step 2: Squeeze air out of the tip of the condom. If the condom has a tip at the end of it, use your fingers to squeeze the air out of the tip to leave room for semen. Air left in the tip can cause the condom to break.

Step 3: Roll the condom onto the penis. Place the open end of the condom over the top of the penis and carefully roll the condom down the length of the penis. If the penis is not circumcised, pull the foreskin back before putting on the condom.

Step 4: After ejaculation, have your partner hold the condom at the base of his penis as he withdraws.

Step 5: Remove the condom from the penis. The best way is to grasp the condom at the base of the penis and hold it as the penis is withdrawn from the condom. The penis should be erect enough to prevent the condom from slipping off or leaking semen.

Step 6: Dispose of the used condom. Wrap the used condom in tissue and throw it in the garbage. Do not flush condoms down the toilet because they can clog the toilet.



Session 3, Worksheet 4: How to Use a Female Condom

Step 1: Check the expiration date. If the condom has not expired, remove it from the package. Before intercourse, carefully remove the female condom from the package, making sure not to rip or tear the condom. Rub the condom between two fingers to ensure the lubricant is evenly spread inside the sheath. If you need more lubrication, squeeze two drops of the extra lubricant included in the package into the sheath.

Step 2: Insert the condom. The closed end of the condom will go inside your vagina. Squeeze the inner ring between your thumb and middle finger. Insert the ring into your vagina. Using your index finger, push the sheath all the way into your vagina as far as it will go. It is in the right place when you can't feel it. Don't worry — it can't go too far. The lubrication on the female condom will make it slippery.

Step 3: Remove and dispose of the condom. Grab the outer ring of the condom and twist it to avoid spillage. Wrap the condom in tissue and throw it away. Do not flush condoms down the toilet because they can clog the toilet.

Session 3, Worksheet 5: Session 3 Key Messages



- There are three ways to protect yourself from sexually acquired HIV and other sexually acquired STDs:
 1. Abstinence from sex
 2. Mutual fidelity to one partner who is free of infection
 3. Correct and consistent use of condoms
- Abstinence from sex is the only foolproof way to prevent sexually acquired HIV.
- You can protect your health by refusing to have unprotected sex until you know your partner is not infected with an STD, including HIV.
- Correct and consistent use of male or female condoms is an effective way to prevent many STDs, including HIV and AIDS. Condoms also prevent unwanted pregnancy.
- Check the expiration date on the condom package.
- Use only water-based lubricants on male latex condoms.
- Never use the same condom more than one time.

Session 3, Worksheet 6: Homework — What is the Best Way to Prevent the Spread of HIV in our Community?



Ask a family member, friend, neighbor, or other member of the community what he or she thinks is the best way to prevent HIV from spreading in the community. Share something you learned from SEPA.

For example, you could say: “HIV and AIDS are a problem in our community. Too many men and women are getting sick and even dying. Some children have lost their parents to AIDS. What do you think is the best way to prevent HIV from spreading in our community?”

What responses did you hear?

What surprised you the most about these responses?

What did you say about HIV prevention that you learned from SEPA?

Session 3, Worksheet 7: Session 3 Evaluation



*Please respond to the following questions and give this form to your facilitator.
Do not write your name on the form.*

1. What did you **like the most** in this session?
2. What did you **like the least** in this session?
3. Is there a topic that you would like to learn more about?

4. We want to know if Session 3 included the topics or activities listed below. Please fill in the table below. Put an “X” in the appropriate column for each item, noting if the topic or activity was covered or not covered, or if you are not sure.

Topic or Activity	Topic or Activity Was Covered	Topic or Activity Was Not Covered	I’m Not Sure If the Topic or Activity Was Covered
Session 2 review			
Homework review			
The ABCs of HIV prevention			
Activity on defining abstinence			
True-or false activity on condoms			
Male condom practice exercise			
Female condom practice exercise			
Review of key messages			

Session 4, Worksheet 1: Low vs. High Self-Esteem



Which trait or characteristic reflects a woman with low self-esteem? Which trait or characteristic reflects a woman with high self-esteem? Check the box you think applies.

Trait/Characteristic	Low Self-Esteem	High Self-Esteem
Confident		
Reliable		
Without goals		
Motivated		
"I can" attitude		
Feelings of not being worthy		
Hidden anger		
Fear of expressing true feelings		
Passion for risk taking		
Forgives easily		

Session 4, Worksheet 2: Assertive Responses Scenarios



Read the scenario that you and your partner selected. Take turns practicing assertive communication to respond to the situation. Be prepared to demonstrate your response to the whole group.

Scenario # 1: My husband arrived home late and I was angry and also worried because I didn't know if something had happened to him. When he came in, he was angry and hardly spoke to me. Then he yelled, "And you, why are you looking at me with that face?"

Use assertive communication to respond.

Scenario # 2: Every morning I go into my boss's office to give him his messages and get my instructions for the day. Today he was in a very bad mood and, without saying good morning, he screamed at me for no reason.

Use assertive communication to respond.

Scenario # 3: My neighbor told me she saw my husband at the movies with another woman when he told me he would be working. I'm afraid to say something to him. I know he will get angry and tell me not to get together with my neighbor any more. How can I talk to him about this?

Provide a response that shows assertive communication.



Scenario# 4: You are in a long line at the supermarket and another person moves in front of you. The cashier acts as if she doesn't realize what has happened and doesn't do anything.

Use assertive communication to respond.

Scenario # 5: You go for a checkup from the doctor and ask for an HIV test. Your doctor says, "You are married; you don't need an HIV test."

Use assertive communication to respond.

Scenario #6: You believe your daughter and her boyfriend are thinking of having a sexual relationship. You have never talked about sex with your daughter because this topic was not discussed in your family. You think your daughter won't talk to you and are worried she will have sex without using condoms.

Use assertive communication to begin this conversation. You may want to discuss whether she is ready to have sex and understands the possible consequences such as pregnancy and risks of acquiring HIV and other STDs. Make the point that, if a man refuses to wear a condom, you should refuse to have sex with him.

Session 4, Worksheet 3: My Partner Doesn't Want to Use a Condom



I ask my partner to wear a condom and . . .

My partner says	I say
1. Why are you talking about condoms now? We have never used them before. Are you having an affair? Do you have a disease?	
2. You only need condoms for anal sex.	
3. Nobody I know uses condoms. Why should I?	
4. Condoms ruin the mood. You've already messed things up just by mentioning condoms.	
5. I'm too big to wear a condom.	
6. Talk all you want. I will not wear a condom and that's it.	

Session 4, Worksheet 4: Condom-Negotiation Scenarios



Select a scenario. Take turns practicing assertive communication to respond to the situation. After you practice, be prepared to demonstrate your response to the whole group.

Scenario # 1: You and your new boyfriend want to begin a sexual relationship, and he doesn't want to use a condom. He doesn't like how condoms feel and tells you "real men" don't use condoms. Use your condom negotiation skills to respond to this situation.

Scenario #2: You have been married for five years and have a four-year old son. You suspect your husband has been injecting drugs and you're worried he may have contracted HIV. You want him to get an HIV test and wear a condom when you have sex. Use your condom negotiation skills to respond to this situation.

Scenario #3: You and your boyfriend have a sexual relationship. You recently heard that his ex-girlfriend has an STD. You want him to use a condom until he gets tested, and he refuses. Use your condom negotiation skills to respond to this situation.

Session 4, Worksheet 5: Session 4 Key Messages



- Couples in healthy relationships respect and trust each other and communicate about important topics, like protecting their health and not getting STDs and HIV.
- When you use assertive communication, you listen to the other person and respond in a confident way to express how you feel and what you think in an honest way and using “I” statements.
- When you make the decision to use condoms and when you use assertive communication, condom negotiation will be much easier.

Session 4, Worksheet 6: Homework — Practicing Assertive Communication



Practice using assertive communication with a friend, family member, partner, or community member. Any topic will do. Come prepared to discuss what happened during the next SEPA session.

Topic of Conversation:

Who did you talk to?

What was said?

Session 4, Worksheet 7: Session 4 Evaluation



*Please respond to the following questions and give this form to your facilitator.
Do not write your name on the form.*

1. What did you **like the most** in this session?

2. What did you **like the least** in this session?

3. Is there a topic that you would like to learn more about?

SEPA Participant Workbook



4. We want to know if Session 4 included the topics or activities listed below. Please fill in the table below. Put an “X” in the appropriate column for each item, noting if the topic or activity was covered or not covered, or if you are not sure.

Topic or Activity	Topic or Activity Was Covered	Topic or Activity Was Not Covered	I’m Not Sure If the Topic or Activity Was Covered
Session 3 review			
Homework review			
Self-esteem and relationships			
Types of communication			
Assertive communication role-play			
Condom-negotiation role-play			
Condom-negotiation practice exercise			
Review of key messages			

Session 5, Worksheet 1: Dare To Say



Think of something that you would like to say to your husband or boyfriend but have never had the courage to say. Organize your thoughts and then write them down using assertive communication. Practice your assertive communication with a fellow participant. The more you practice, the easier the words will come.

Session 5, Worksheet 2: Conflict Resolution



Read the scenario that you and your partner selected. Take turns practicing conflict resolution skills to respond to the situation. After you practice, be prepared to demonstrate your response to the whole group.

Scenario #1

Female Partner: You spent all day making a nice dinner for your anniversary. Your husband comes home very late without calling and has totally forgotten your anniversary.

Male Partner: You spent all day at work. You were passed up for a promotion and now you're worried that you can't support your family.

Scenario #2

Female Partner: Your son is acting out and being disrespectful. Your husband laughs at the disrespect rather than supporting you and helping to discipline your son.

Male Partner: Your son is only six years old and just starting school. He's starting to assert himself and act like a man. Your wife is taking this too seriously.

Session 5, Worksheet 3: Relationship Violence Scenarios



Why do women stay in abusive relationships?

What should you do if your partner becomes violent and attacks you?

Session 5, Worksheet 4: Session 5 Key Messages



- Violent relationships are not healthy relationships and they make it very difficult for women to negotiate condom use.
- Domestic violence negatively affects the physical and mental health of all members of the family.
- Intimate partner violence usually occurs in a cycle of three phases:
 - tension building phase
 - explosive phase
 - honeymoon phase
- Due in part to the cyclical nature of intimate partner violence and other considerations, such as economic dependence and fear, some women find it hard to leave abusive partners.
- Women who are victims of intimate partner violence can take measures to protect their safety and the safety of their children by designing a plan of action, reporting abuse to the police, and using community resources for victims of domestic and intimate partner violence.

Session 5, Worksheet 5: Homework — Discuss Family Violence



Your Session 5 homework assignment is to discuss the issue of family violence with another woman in your community. Share what you learned today during the conversation. Come prepared to share during the next session.

Who did you discuss the assignment with?

What did you talk about?

What did you share from today's lesson?

Session 5, Worksheet 6: Session 5 Evaluation



*Please respond to the following questions and give this form to your facilitator.
Do not write your name on the form.*

1. What did you **like the most** in this session?

2. What did you **like the least** in this session?

3. Is there a topic that you would like to learn more about?

SEPA Participant Workbook



We want to know if Session 5 included the topics or activities listed below. Please fill in the table below. Put an “X” in the appropriate column for each item, noting if the topic or activity was covered or not covered, or if you are not sure.

Topic or Activity	Topic or Activity Was Covered	Topic or Activity Was Not Covered	I’m Not Sure If the Topic or Activity Was Covered
Session 4 review			
Homework review			
Dare To Say role-play activity			
Conflict resolution			
Relationship violence			
Intimate partner violence			
Strategies to deal with relationship violence			
Review of key messages			

Session 6, Worksheet 1: Ways I Can Help Prevent HIV and AIDS in my Community



Use the tables below to develop your action plan. Think of people at work, members of your family, and friends and neighbors you would like to talk to about HIV prevention. Use the tables below to note what you want to communicate and what you hope to achieve by the end of the conversation. Note a strategy for when and where the conversation can take place and use the notes section to provide additional details for your plan.

Here's an example for a family action plan.

Who Should I Talk To?	What Message Do I Want to Communicate?	What Do I Want to Achieve?	What Strategy Can I Use to Make this Happen?
My sister	She is putting herself at risk of HIV and STDs by dating so many men and not using condoms.	I want her to learn how to put a condom on a man and how to use the female condom. I want her to carry condoms with her when she has a date.	I can invite her to my apartment for lunch next Saturday and we can talk then. I will show her how to use condoms.

Notes: Go shopping Saturday morning to buy Isabel's favorite foods for lunch. Check that I have a female condom and at least two male condoms at home.



WORKPLACE ACTION PLAN

Who Should I Talk To?	What Message Do I Want to Communicate?	What Do I Want to Achieve?	What Strategy Can I Use to Make this Happen?

Notes:

FAMILY ACTION PLAN

Who Should I Talk To?	What Message Do I Want to Communicate?	What Do I Want to Achieve?	What Strategy Can I Use to Make this Happen?

Notes:



FRIENDS AND NEIGHBORS ACTION PLAN

Who Should I Talk To?	What Message Do I Want to Communicate?	What Do I Want to Achieve?	What Strategy Can I Use to Make this Happen?

Notes:

A large, light purple, stylized graphic resembling a 'U' or a flower is centered on the page. It has a central oval shape with two curved lines extending upwards and outwards from its top, forming a larger 'U' shape.

Thank You

health education prevention self-care

Session 6, Worksheet 2: Final Evaluation



1. Do you think today's session was a good way to conclude SEPA? Please explain your answer.

2. What did you like the most about SEPA?

3. What did you like the least about SEPA?

4. How could SEPA be improved?



5. Do you have anything else to say about SEPA?

6. Do you know someone who could benefit from SEPA and who you will refer to the program? Just answer “yes” or “no” – don’t write the person’s name.

7. Do you have suggestions for places where we should talk to women to let them know about SEPA, perhaps a certain organization or shopping area?